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ABSTRACT

This document outlines the performance standards for music in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. Each grade level is measured by the following standards: (1) Singing; (2) Instrumental Performance; (3) Improvisation; (4) Composition; (5) Reading Music; (6) Listening; (7) Evaluating Music; (8) Music and Other Disciplines; and (9) Music, History and Culture. The document then outlines (in separate sections) performance standards in detail for grades K-4, 5-8, and 9-12. (BT)

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North Dakota Performance Standards for Music K-12

SO 032 257

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NORTH DAKOTA
PERFORMANCE STANDARDS
FOR MUSIC K-12

K-4 BENCHMARKS PERFORMANCE LEVELS

Standard 1: SINGING

Students sing, alone and with others, a varied repertoire of music.

4.1.1 Sing independently on pitch and in rhythm.

Level 4: Student sings with excellent pitch and rhythm throughout.

Level 3: Student sings with a few minor discrepancies in pitch and rhythm.

Level 2: Student sings with a few major discrepancies in pitch and rhythm.

Level 1: Student sings with unsatisfactory pitch and rhythm.

4.1.2 Sing expressively.

Level 4: Student demonstrates the knowledge of expression by singing in the appropriate vocal style, varying dynamics in a sensitive manner, and breathing only at the ends of phrases.

Level 3: Student demonstrates the knowledge of expression by singing in the appropriate vocal style, varying dynamics, and breathing only at the ends of phrases.

Level 2: Student demonstrates a basic knowledge of expression by singing generally in the appropriate vocal style, making some dynamic contrast and in most instances, breathing only at the end of phrases.

Level 1: Student demonstrates a rudimentary knowledge of expression by singing occasionally in the appropriate vocal style, making some dynamic contrast and occasionally breathing at the appropriate points.

4.1.3 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Level 4: Student sings, from memory, a wide variety of diverse folk songs, spirituals, ethnic and patriotic songs.

Level 3: Student sings, from memory, a variety of folk songs, spirituals, ethnic and patriotic songs.

Level 2: Student sings, from memory, several folk songs, spirituals, ethnic and patriotic songs.

Level 1: Student sings, from memory, a limited number of folk songs, spirituals, ethnic and patriotic songs.

4.1.4 Sing in parts.

Level 4: Student maintains their part in an ensemble showing leadership.

Level 3: Student maintains their part in an ensemble.

Level 2: Student maintains their part in an ensemble with some difficulty.

Level 1: Student maintains their part in an ensemble with some difficulty and may hesitate or stop.

4.1.5 Sing in group.

Level 4: Student blends well, sings accurately, and provides musical leadership within the ensemble.

Level 3: Student blends well, sings accurately, and responds musically to the ensemble.

Level 2: Student generally blends well, sings with a few errors and is a contributing member of the ensemble.

Level 1: Student has difficulty blending and maintaining part within the ensemble.

Standard 2: INSTRUMENTAL PERFORMANCE

Students perform on instruments, alone and with others, a varied repertoire of music.

4.2.1 Perform independently on an instrument.

Level 4: Student performs with excellent tone, pitch and rhythm throughout.

Level 3: Student performs with good tone, pitch and rhythm with a few minor discrepancies.

Level 2: Student performs with satisfactory tone, pitch and rhythm with a few major discrepancies.

Level 1: Student performs with satisfactory tone, pitch and rhythm with many major discrepancies.

4.2.2 Perform expressively.

Level 4: Student demonstrates the knowledge of expression by playing in the appropriate style, varying the dynamics in a sensitive manner, and phrasing correctly.

Level 3: Student demonstrates the knowledge of expression by playing in the appropriate style, varying dynamics, and phrasing correctly.

Level 2: Student demonstrates a basic knowledge of expression by playing generally in the appropriate style, making some dynamic contrast and in most instances, and phrasing correctly.

Level 1: Student demonstrates a rudimentary knowledge of expressions by playing occasionally in the appropriate style, making some dynamic contrast, and in some instances, phrasing correctly.

4.2.3 Perform in groups.

Level 4: Student blends well, plays accurately, and provides leadership within the ensemble.

Level 3: Student blends well, plays accurately, and is responsive to the ensemble.

Level 2: Student generally blends well, plays accurately and contributes to the ensemble.

Level 1: Student has difficulty blending and playing accurately within the ensemble.

Standard 3: IMPROVISATION

Students improvise melodies, variations, and accompaniments.

4.3.1 Improvise simple melodies, rhythmic and melodic variations, and accompaniments.

Level 4: Student performs a selected improvisation technique that is consistent throughout with accurate meter and harmonic structure.

Level 3: Student performs a selected improvisation technique that is generally consistent throughout with a few errors in meter and harmonic structure.

Level 2: Student performs a selected improvisation technique that is inconsistent and contains several errors in meter and harmonic structure.

Level 1: Student performs a selected improvisation technique that is inconsistent and contains many errors in meter and harmonic structure.

Standard 4: COMPOSITION

Students compose and arrange music with specified guidelines.

4.4.1 Create and arrange music to accompany readings or dramatizations.

Level 4: Student creates appropriate music to identify major elements in the story. The written version is sufficient to enable student to perform music again in the same way.

Level 3: Student creates appropriate music to identify several elements in the story. The written version is sufficient to enable student to perform music again in the same way.

Level 2: Student creates appropriate music to identify a few elements in the story. The written version is insufficient to enable student to perform music again in the same way.

Level 1: Student creates inappropriate music to identify elements in the story. The written version is insufficient to enable student to perform music again in the same way.

4.4.2 Create and arrange short songs and instrumental pieces within specified guidelines.

Level 4: Student creates or arranges a piece of music using 4 or more distinctive musical elements. The written version is written to enable student to perform music again in the same way on a different day.

Level 3: Student creates or arranges a piece of music using 3 distinctive musical elements. The written version is sufficient to enable student to perform music again in the same way on a different day.

Level 2: Student creates or arranges a piece of music using 2 distinctive musical elements. but not The written version is insufficient to enable student to perform music again in the same way on a different day.

Level 1: Student creates or arranges a piece of music using at least 1 musical element that is not particularly distinctive. The written version is incomplete.

Standard 5: READING MUSIC

Students read and notate music.

4.5.1 Read simple rhythms in basic meters.

Level 4: Student performs simple rhythms in basic meters.

Level 3: Student performs simple rhythms in basic meters with a few minor errors.

Level 2: Student performs simple rhythms in basic meters with several minor errors.

Level 1: Student performs simple rhythms in basic meters with many errors.

4.5.2 Know how to use a system to read simple pitch notation.

Level 4: Student performs a simple melody with a steady beat and no errors.

Level 3: Student performs a simple melody with a steady beat making a few minor errors.

Level 2: Student perfonns a simple melody, usually with a steady beat, making several errors.

Level 1: Student performs a simple melody with an unsteady beat with many errors.

4.5.3 Know symbols and traditional terms.

Level 4: Student pronounces, defines and demonstrates all of the symbols and terms used in a piece performed or analyzed.

Level 3: Student pronounces, defines and demonstrates the majority of the symbols and terms used in used in a piece performed or analyzed.

Level 2: Student pronounces, defines and demonstrates several of the symbols and terms used in a piece performed or analyzed.

Level 1: Student pronounces, defines or demonstrates a limited number of the symbols and terms used in a piece performed or analyzed.

4.5.4 Know how to use basic symbols to notate music.

Level 4: Student notates music using standard notation with correct meter, rhythm, pitch and dynamics.

Level 3: Student notates music using standard notation with few errors in meter, pitch, rhythm and dynamics.

Level 2: Student notates music using standard notation with several errors in meter, pitch, rhythm and dynamics.

Level 1: Student notates music using standard notation with many major errors in meter, pitch, rhythm and dynamics.

Standard 6: LISTENING

Students listen to, analyze, and describe music.

4.6.1 Know simple music forms when presented aurally.

Level 4: Student identifies all examples by the end of the 1st hearing.

Level 3: Student identifies all examples by the end of the 2nd hearing.

Level 2: Student identifies some of the examples by the end of the 3rd hearing.

Level 1: Student identifies at least one of the examples by the end of the 3rd hearing.

4.6.2 Know a variety of styles representing diverse cultures.

Level 4: Student compares and contrasts the following characteristics in pieces from different cultures: the sound source, instrumentation, styles, pitch patterns and rhythms. Student's comments reflect high level of knowledge.

Level 3: Student compares and contrasts the following characteristics in pieces from different cultures: the sound source, instrumentation, styles, pitch patterns and rhythms.

Level 2: Student compares and contrasts a few of the following characteristics of pieces of music from different cultures: sound source, instrumentation, style, pitch patterns and rhythm.

Level 1: Student compares and contrasts at least one of the following characteristics of pieces of music from different cultures: sound source, instrumentation, styles, pitch patterns and rhythm.

4.6.3 Know terminology to describe music.

Level 4: Student listens to music and eloquently describes the elements using musical terms.

Level 3: Student listens to music and describes the elements using musical terms.

Level 2: Student listens to music and describes the elements using some musical terms and common vocabulary.

Level 1: Student listens to music and describes a few of the elements using some musical terms and common vocabulary.

4.6.4 Know the sounds of a variety of instruments and voices of various cultures.

Level 4: Student correctly identifies all of the voices and/or instruments demonstrated.

Level 3: Student correctly identifies the majority of the voices and/or instruments demonstrated. Error occurs with voice or instruments of similar timbre or range.

Level 2: Student correctly identifies several of the voices and/or instruments demonstrated. Error generally occurs with voice or instrumentation of similar timbre or range.

Level 1: Student correctly identifies only a few of the voices and/or instruments demonstrated.

4.6.5 Understand the relationship between music and movement.

Level 4: Student demonstrates, through movement, the mood of a brief, unfamiliar music example and changes movements to respond to changes in the style of music. Movements clearly reflect the nuances and character of the music.

Level 3: Student demonstrates, through movement, the mood of a brief, unfamiliar music example and changes movements to respond to changes in the style of music.

Level 2: Student occasionally demonstrates, through movement, the mood of a brief unfamiliar music example. Student is unable to reflect all the changes in mood.

Level 1: Student demonstrates simple movements that may not appropriately reflect the mood of a brief, unfamiliar music example.

Standard 7: EVALUATING MUSIC

Students evaluate music and music performance.

4.7.1 Develop appropriate criteria to evaluate performances and compositions.

Level 4: Student identifies 7 or more criteria which includes reference to technical and expressive elements of performances and compositions.

Level 3: Student identifies 5-6 criteria which includes reference to technical and expressive elements of performances and compositions.

Level 2: Student identifies 3-4 criteria which includes reference to technical and expressive elements of performances and compositions.

Level 1: Student identifies 1-2 criteria which includes reference to technical and expressive elements of performances and compositions.

4.7.2 Understand how to use music terminology to express personal preferences for specific musical works and styles.

Level 4: Student expresses personal preference for specific musical works by citing 4 or more distinct musical features using appropriate terminology.

Level 3: Student expresses personal preference for specific musical works by citing 3 distinct musical features using appropriate terminology.

Level 2: Student expresses personal preference for specific musical works by citing 1-2 distinct musical features using appropriate terminology.

Level 1: Student expresses personal preference for specific musical works using limited terminology.

Standard 8: MUSIC AND OTHER DISCIPLINES

Students understand the relationship between music, the other arts, and other disciplines.

4.8.1 Understand the similarities and differences in the meanings of common terms used in the various arts.

Level 4: Student explains the similarities and differences in the meanings of common terms in at least 3 or more of the arts.

Level 3: Students explains the similarities and differences in the meanings of common terms in 2 of the arts.

Level 2: Students explains the meaning of common terms in 2 of the arts with a limited understanding of similarities and differences.

Level 1: Students explains the meaning of common terms in 2 of the arts but is unable to show an understanding of similarities and differences.

4.8.2 Understand the interrelationship of music and other disciplines.

Level 4: Student cites 4 or more examples of how music relates to other disciplines.

Level 3: Student cites 3 examples of how music relates to other disciplines.

Level 2: Student cites 2 examples of how music relates to other disciplines.

Level 1: Student cites 1 example of how music relates to other disciplines.

Standard 9: MUSIC, HISTORY AND CULTURE

Students understand music in relation to history and culture.

4.9.1 Know music from various historical periods.

Level 4: Student correctly identifies all representative historical examples of music based on specific elements.

Level 3: Student correctly identifies the majority of representative historical examples of music based on specific elements.

Level 2: Student correctly identifies most of the representative historical examples of music based on specific elements.

Level 1: Student correctly identifies a few of the representative historical examples of music based on specific elements.

4.9.2 Know how elements of music are used in music examples from various cultures.

Level 4: Student identifies how 4 or more elements of music are used in a cultural musical example.

Level 3: Student identifies how 3 elements of music are used in a cultural musical example.

Level 2: Student identifies how 2 elements of music are used in a cultural musical example.

Level 1: Student identifies how at least 1 element of music is used in a cultural musical example.

4.9.3 Know various uses of music in daily experiences.

Level 4: Student identifies 4 or more uses of music in daily experiences.

Level 3: Student identifies 3 uses of music in daily experiences.

Level 2: Student identifies 2 uses of music in daily experiences.

Level 1: Student identifies at least 1 use of music in daily experiences.

4.9.4 Know characteristics that make certain music suitable for its use.

Level 4: Student identifies 4 or more characteristics that make certain music suitable for its use.

Level 3: Student identifies 3 characteristics that make certain music suitable for its use.

Level 2: Student identifies 2 characteristics that make certain music suitable for its use.

Level 1: Student identifies 1 characteristic that make certain music suitable for its use.

4.9.5 Understand the role of musicians in various music settings and cultures.

Level 4: Student describes 4 or more roles of musicians in various settings.

Level 3: Student describes 3 roles of musicians in various settings.

Level 2: Student describes 2 roles of musicians in various settings.

Level 1: Student describes 1 role of musicians in a setting.

4.9.6 Know appropriate audience behavior for the context and style of music performed.

Level 4: Student describes and develops 5-6 criteria for audience etiquette based on musical context and explains the reasons for these differences.

Level 3: Student describes and develops 5-6 criteria for audience etiquette based on musical context.

Level 2: Student describes and develops 3-4 criteria for audience etiquette based on musical context.

Level 1: Student describes and develops 1-2 criteria for audience etiquette based on musical context.

5-8 BENCHMARKS PERFORMANCE LEVELS

Standard 1: SINGING

Students sing, alone and with others, a varied repertoire of music.

8.1.1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large groups.

Level 4: Student sings with excellent diction, posture, pitch, timbre and intonation with a steady beat.

Level 3: Student sings with good diction, posture, pitch, timbre and intonation with a steady beat.

Level 2: Student sings with inconsistent diction, posture, pitch, timbre and intonation with a steady beat.

Level 1: Student sings with several errors in diction, posture, pitch, timbre, intonation and beat.

8.1.2 Sing with expression and technical accuracy a repertoire of vocal literature.

Level 4: Student sings with exceptional sensitivity of expression using dynamics, phrasing, interpretation of style and text with proper vocal technique.

Level 3: Student sings with expression using dynamics, phrasing, interpretation of style and text with proper vocal technique.

Level 2: Student sings with inconsistent dynamics, phrasing, interpretation of style and text and with errors in vocal technique.

Level 1: Student sings with limited dynamics, phrasing, interpretation of style, and text and several errors in vocal technique.

8.1.3 Sing music representing diverse genres and cultures.

Level 4: Student sings songs from diverse cultures expressing distinctive characteristics of the style.

Level 3: Student sings songs from diverse cultures expressing general characteristics of the style.

Level 2: Student sings songs from diverse cultures expressing basic characteristics of the style.

Level 1: Student sings songs from diverse cultures expressing limited characteristics of the style.

8.1.4 Sing music written in two and three parts.

Level 4: Student maintains a part in a 2-3 part song within the ensemble accurately and independently.

Level 3: Student maintains a part in a 2-3 part song within the ensemble accurately.

Level 2: Student maintains a part in a 2-3 part song within the ensemble with moderate accuracy.

Level 1: Student has difficulty maintaining a part in a 2-3 part song within the ensemble.

Standard 2: INSTRUMENTAL PERFORMANCE

Students perform on instruments, alone and with others, a varied repertoire of music.

8.2.1 Perform on an instrument alone and in small and large groups.

Level 4: Student performs alone and in a group independently with excellent intonation, tempo, rhythm, and posture without hesitation and errors.

Level 3: Student performs alone and in a group independently with good intonation, tempo, rhythm, and posture without hesitation and error.

Level 2: Student performs alone with generally good intonation, tempo, rhythm and posture, but has several errors and hesitates at times in a group performance.

Level 1: Student only performs alone with generally good intonation, rhythm, and posture but has several errors and an unsteady tempo.

8.2.2 Perform with expression and technical accuracy on a string, wind, percussion, or classroom instrument.

Level 4: Student performs with accurate posture, intonation, rhythm and tempo with sensitive expression of phrasing, dynamics and style.

Level 3: Student performs with accurate posture, intonation, rhythm and tempo with a good knowledge of expression of phrasing, dynamics and style.

Level 2: Student performs with generally accurate posture, intonation, rhythm and tempo with limited knowledge of expression of phrasing, dynamics and style.

Level 1: Student performs with limited accuracy in posture, intonation, rhythm, phrasing, dynamics and style.

8.2.3 Perform music representing diverse genres and cultures.

Level 4: Student performance reflects a high degree of knowledge of the distinguishing stylistic characteristics of music representing diverse genres and cultures.

Level 3: Student performance reflects a reasonable degree of knowledge of the distinguishing stylistic characteristics of music representing diverse genres and cultures.

Level 2: Student performance reflects a basic knowledge of basic stylistic characteristics of music representing diverse genres and cultures.

Level 1: Student performance reflects a limited knowledge of stylistic characteristics of music representing diverse genres and cultures.

8.2.4 Play by ear simp le melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Level 4: Student performs a simple melody and accurate chordal accompaniment by ear from a given example.

Level 3: Student performs a simple melody and accurate chordal accompaniment by ear from a given example with a few minor discrepancies.

Level 2: Student performs a simple melody by ear from a given example with a few minor discrepancies and inaccurate chord changes.

Level 1: Student performs most of a simple melody by ear but cannot perform a chordal accompaniment.

Standard 3: IMPROVISATION

Students improvise melodies, variations, and accompaniments.

8.3.1 Improvise simple harmonic accompaniments.

Level 4: Student plays correct chord progression with embellishments to the accompaniment.

Level 3: Student plays correct chord progression.

Level 2: Student plays chord progressions with a few errors.

Level 1: Student plays chord progressions with several errors.

8.3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Level 4: Student demonstrates 4 or more techniques of rhythmic and melodic variations.

Level 3: Student demonstrates 2-3 techniques of rhythmic and melodic variations.

Level 2: Student demonstrates 1-2 basic techniques of rhythmic and melodic variations.

Level 1: Student demonstrates simple techniques of rhythmic and melodic variations making little change from the original.

8.3.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments.

Level 4: Student improvises with consistent meter, tonality and style.

Level 3: Student improvises with a few inconsistencies in meter, tonality and style.

Level 2: Student improvises with several inconsistencies in meter, tonality and style.

Level 1: Student improvises with many inconsistencies in meter, tonality and style.

Standard 4: COMPOSITION

Students compose and arrange music with specified guidelines.

8.4.1 Compose short pieces containing the appropriate elements of music.

Level 4: Student composes a short piece with appropriate form including all of the specific criteria. Composition shows balance, contrast and exceed requirements.

Level 3: Student composes a short piece with appropriate form including all of the specific criteria. Composition shows balance and contrast.

Level 2: Student composes a short piece with appropriate form including most of the specific criteria.

Level 1: Student composes a short piece with questionable form including only a few of the specific criteria.

8.4.2 Arrange simple pieces for voices or instruments other than those for which the pieces were written.

Level 4: Student arranges a simple piece with all transpositions and ranges of instruments/voices correct. The combination of instruments/voices is especially well suited for the music and balance is easily achieved. The piece requires a higher level of ability to perform.

Level 3: Student arranges a simple piece with all transpositions and ranges of instruments/voices correct. The combination of instruments/voices is especially well suited for the music and balance is easily achieved.

Level 2: Student arranges a simple piece with most of the transpositions and ranges of instruments/voices correct. The combination of instruments/voices may not be well suited for the music.

Level 1: Student arranges a simple piece with several errors in transposition and ranges of instruments/voices. The combination of instruments/voices is not well suited for the music.

8.4.3 Use a variety of sound sources when composing and arranging.

Level 4: Student composes or arranges a piece using a wide variety of traditional and non-traditional sound sources. This piece includes advanced elements of composition.

Level 3: Student composes or arranges a piece using a wide variety of traditional and non-traditional sound sources. This piece includes basic elements of composition.

Level 2: Student composes or arranges a piece using a variety of traditional and non-traditional sound sources. This piece includes some errors in the basic elements of composition.

Level 1: Student composes or arranges a piece using a limited variety of traditional and non-traditional sound sources. This piece includes many errors in the basic elements of composition.

Standard 5: READING MUSIC

Students read and notate music.

8.5.1 Read complex rhythms in simple and compound meters.

Level 4: Student reads complex rhythms in simple and compound meters with a steady beat .

Level 3: Student reads complex rhythms in simple and compound meters with a steady beat making a few minor errors.

Level 2: Student reads complex rhythms in simple and compound meters with a generally steady beat making several errors.

Level 1: Student reads complex rhythms in simple and compound meters with many errors and an unsteady tempo.

8.5.2 Sight-read simple melodies in both the treble and bass clefs.

Level 4: Student sight-reads simple melodies in both the treble and bass clefs.

Level 3: Student sight-reads simple melodies in both the treble and bass clefs with a few minor errors.

Level 2: Student sight-reads simple melodies in one clef better than the other clef with several errors.

Level 1: Student sight-reads simple melodies in one clef but not the other, making frequent errors and stopping occasionally.

8.5.3 Know standard notation symbols.

Level 4: Student identifies all symbols relating to standard notation.

Level 3: Student identifies the majority of symbols relating to standard notation.

Level 2: Student identifies most symbols relating to standard notation.

Level 1: Student identifies a few symbols relating to standard notation.

Standard 6: LISTENING

Students listen to, analyze, and describe music.

8.6.1 Understand appropriate terminology to describe specific music events.

Level 4: Student reflects an extended knowledge of the standard terminology to describe a musical event. They are able to express their aural perception of the performance creatively and sensitively.

Level 3: Student reflects a basic knowledge of the standard terminology to describe a musical event. They are able to express their aural perception of the performance with some creativity and sensitivity.

Level 2: Student reflects a limited knowledge of the standard terminology to describe a musical event. Their aural perception of the performance may use some creative terminology.

Level 1: Student reflects a very limited knowledge of the basic terminology to describe a musical event.

8.6.2 Know the uses of the elements of music in the analysis of compositions representing diverse genres and cultures.

Level 4: Student provides an accurate, in-depth, description of the elements of music from diverse genres and cultures using advanced terminology.

Level 3: Student provides an accurate description of the elements of music from diverse genres and cultures.

Level 2: Student provides a basic description of most of the elements of music from diverse genres and cultures.

Level 1: Student provides a limited description of a few elements of music from diverse genres and cultures.

Standard 7: EVALUATING MUSIC

Students evaluate music and music performance.

8.7.1 Know how to evaluate the quality and effectiveness of music and music performances.

Level 4: Student develops and clearly explains criteria to evaluate the quality and effectiveness of music and music performance. Student's criteria reflects a broad range of ideas including musical effect and expressive characteristics.

Level 3: Student develops criteria to evaluate the quality and effectiveness of music and music performance. Student's criteria reflects ideas including musical effect and expressive characteristics.

Level 2: Student develops some criteria to evaluate the quality and effectiveness of music and music performance.

Level 1: Student develops a limited list of criteria to evaluate the quality and effectiveness of music and music performance.

8.7.2 Know how to apply specific criteria when offering constructive suggestions for improving the performance of self and others.

Level 4: Student develops and/or applies criteria for improving a musical performance of their own or others. Suggestions show familiarity with all areas of musicianship.

Level 3: Student develops and/or applies criteria for improving a musical performance of their own or others. Suggestions show familiarity with most areas of musicianship.

Level 2: Student develops and/or applies some criteria for improving a musical performance.

Level 1: Student develops and/or applies a few criteria for improving a musical performance.

Standard 8: MUSIC AND OTHER DISCIPLINES

Students understand the relationship between music, the other arts and other disciplines.

8.8.1 Know how relationships expressed through music can be expressed through other art disciplines.

Level 4: Student identifies common themes and characteristics throughout music and other arts. Student easily translates musical terms to terminology used in other arts with an extended vocabulary.

Level 3: Student identifies common themes and characteristics throughout music and other arts. Student translates musical terms to terminology used in other arts with appropriate vocabulary.

Level 2: Student identifies a common theme or characteristic throughout music and other arts. Student translates a few musical terms to terminology used in other arts with limited vocabulary.

Level 1: Student identifies a common theme or characteristic between music and another art discipline. Student needs assistance to translate music terms to terminology used in other arts with limited vocabulary.

8.8.2 Know how principles and concepts of other disciplines are related to those of music.

Level 4: Student identifies ways in which the principals and concepts of music are interrelated to several other disciplines.

Level 3: Student identifies ways in which the principals and concepts of music are interrelated to most other disciplines.

Level 2: Student identifies ways in which the principals and concepts of music are interrelated to a few other disciplines.

Level 1: Student identifies ways in which the principals and concepts of music are interrelated to at least one other discipline.

Standard 9: MUSIC, HISTORY, AND CULTURE

Students understand music in relation to history and culture.

8.9.1 Know characteristics of music genres and styles from a variety of music cultures.

Level 4: Student identifies music genre and style based on the identification of four or more distinctive elements of the particular style or genre.

Level 3: Student identifies music genre and style based on the identification of three distinctive elements of the particular style or genre.

Level 2: Student identifies music genre and style based on the identification of two distinctive elements of the particular style or genre.

Level 1: Student identifies music genre and style based on the identification of one distinctive element of the particular style or genre.

8.9.2 Know exemplary musical works from a variety of genres and styles.

Level 4: Student identifies an exemplary work from a style or genre and supports their identification with four or more criteria.

Level 3: Student identifies an exemplary work from a style or genre and supports their identification with three criteria.

Level 2: Student identifies an exemplary work from a style or genre and supports their identification with one or two criteria.

Level 1: Student identifies an exemplary work from a style or genre but does not support their identification with criteria.

8.9.3 Know the functions of music, the roles of musicians and the conditions of performance in several cultures of the world.

Level 4: Student describes and integrates cultural context information about the function of music, role of musician, and performance conditions in cultural music.

Level 3: Student describes, using cultural context, the function of music, role of musician, and performance conditions in cultural music.

Level 2: Student describes how two of the elements of function of music, role of musician, and performance conditions are used in cultural music.

Level 1: Student describes how one of the elements of function of music, role of musician, and performance conditions is used in cultural music.

9-12 BENCHMARKS PERFORMANCE LEVELS

Standard 1: SINGING

Students sing, alone and with others, a varied repertoire of music.

12.1.1 Sing a large and varied repertoire of vocal literature with expression and technical accuracy.

Level 4: Student performs a large and varied repertoire of vocal literature demonstrating excellent interpretation of phrasing and proper diction. Student transitions from varying elements easily without hesitation.

Level 3: Student performs a large and varied repertoire of vocal literature demonstrating appropriate interpretation of phrasing and proper diction. Student's transitions from varying elements are generally correct without hesitation.

Level 2: Student performs a large and varied repertoire of vocal literature demonstrating basic interpretation of phrasing and proper diction. Student's transitions from varying elements may be difficult.

Level 1: Student performs a large and varied repertoire of vocal literature demonstrating limited knowledge of phrasing and proper diction. Student's transitions from varying elements are slow and sometimes incorrect.

12.1.2 Sing music written in four or more parts, with and without accompaniment.

Level 4: Student maintains a part in a 4 or more part song accurately and independently with or without accompaniment.

Level 3: Student maintains a part in a 4 or more part song accurately with or without accompaniment.

Level 2: Student maintains a part in a 4 or more part song with moderately accuracy with or without accompaniment.

Level 1: Student has difficulty maintaining a part in a 4 or more part song and needs accompaniment.

12.1.3 Sing in small ensembles with one student per part.

Level 4: Student sings independently and accurately within a small group showing exceptional musicianship and leadership.

Level 3: Student sings independently and accurately within a small group with showing appropriate musicianship.

Level 2: Student generally sings independently and accurately within a small group showing basic concepts of musicianship.

Level 1: Student has difficulty singing independently and accurately within a small group.

Standard 2: INSTRUMENTAL PERFORMANCE

Students perform on instruments, alone and with others, a varied repertoire of music.

12.2.1 Perform with expression and technical accuracy.

Level 4: Student performs with no errors in intonation, rhythm, dynamics, style, and tone quality.

Level 3: Student performs with only a few minor errors in intonation, rhythm, dynamics, style, and tone quality.

Level 2: Student performs with several minor errors in intonation, rhythm, dynamics, style, and tone quality.

Level 1: Student performs with many serious errors in intonation, rhythm, dynamics, style, and tone quality.

12.2.2 Perform in an ensemble

Level 4: Student accurately maintains his/her own part in an ensemble and shows leadership.

Level 3: Student accurately maintains his/her own part in an ensemble.

Level 2: Student maintains his/her own part in an ensemble with a few discrepancies.

Level 1: Student has difficulty maintaining his/her own part in an ensemble.

12.2.3 Perform in small ensembles with one student per part

Level 4: Student accurately maintains an independent part in a small ensemb le adding appropriate elements of expression.

Level 3: Student accurately maintains an independent part in a small ensemble.

Level 2: Student maintains an independent part in an ensemble with some difficulty.

Level 1: Student is unable to accurately maintain an independent part in an ensemble.

Standard 3: IMPROVISATION

Student improvises melodies, variations, and accompaniments.

12.3.1 Improvise stylistically appropriate harmonizing parts

Level 4: Student improvises a stylistically appropriate harmony using complex chords and rhythmic patterns with a steady beat.

Level 3: Student improvises a stylistically appropriate harmony with correct chord changes and a steady beat.

Level 2: Student improvises appropriate harmony that is somewhat reflective of the style with only a few incorrect chord changes and a steady beat.

Level 1: Student improvises harmony that is inconsistent with style and has several incorrect chord changes, and an unsteady beat.

12.3.2 Improvise rhythmic and melodic variations

Level 4: Student improvises a melodic or rhythmic variation which clearly represents the original while reflecting creativity and a complex contrast to the original melody or rhythm.

Level 3: Student improvises a melodic or rhythmic variation which clearly represents the original while reflecting a contrast to the original melody or rhythm.

Level 2: Student improvises a melodic or rhythmic variation which represents the original employing one or two simple variations of melody or rhythm.

Level 1: Student improvises a melodic or rhythmic variation which is not reflective of the original melody or rhythm.

12.3.3 Improvise original melodies over given chord progressions

Level 4: Student improvises a melody that is stylistically and harmonically appropriate and reflects creativity of expression.

Level 3: Student improvises a melody that is stylistically and harmonically appropriate.

Level 2: Student improvises a melody that has only a few inconsistencies in harmony and style.

Level 1: Student improvises a melody that has several inconsistencies in harmony and style.

Standard 4: COMPOSITION

Students compose and arrange music with specified guidelines.

12.4.1 Compose music in several distinct styles.

Level 4: Student composes short works showing a variety of distinctive characteristics of a particular style or genre. Included are features that express creativity and imagination.

Level 3: Student composes short works showing distinctive characteristics of a particular style or genre. Included are a few features that express creativity and imagination.

Level 2: Student composes short works showing a few distinctive characteristics of a particular style or genre.

Level 1: Student composes short works showing at least one distinctive characteristic of a particular style or genre.

12.4.2 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Level 4: Student arranges a piece preserving the musical elements and features of the original work but altering it in creative ways. The changes reflect insightful ways to take advantage of the unique capabilities and/or limitations of the new medium.

Level 3: Student arranges a piece preserving the musical elements and features of the original work but altering it in creative ways.

Level 2: Student arranges a piece preserving some of the musical elements and features of the original work.

Level 1: Student arranges a piece preserving a few of the musical elements and/or features of the original work.

Standard 5: READING MUSIC

Students read and notate music.

12.5.1 Know how to read a score of up to four staves.

Level 4: Student reads notes on all staves, identifies and defines symbols, understands the melodic and harmonic structure, and. interprets style.

Level 3: Student reads notes on all staves, identifies and defines symbols and generally understands the melodic and harmonic structure or style.

Level 2: Student reads most of the notes on all staves, identifies and defines some of the symbols but cannot understand the melodic and harmonic structure or style.

Level 1: Student has limited note reading ability, identifies a few of the symbols and cannot understand the melodic and harmonic structure or style.

Standard 6: LISTENING

Students listen to, analyze, and describe music.

12.6.1 Know the uses of the elements of music in the analysis of compositions representing diverse genres and cultures.

Level 4: Student analyzes compositions identifying 5 or more elements of music distinctive to a specific genre or culture.

Level 3: Student analyzes compositions identifying 4 elements of music distinctive to a specific genre or culture.

Level 2: Student analyzes compositions identifying 2-3 elements of music distinctive to a specific genre or culture.

Level 1: Student analyzes compositions identifying at least 1 element of music distinctive to a specific genre or culture.

12.6.2 Understand technical vocabulary of music.

Level 4: Student uses an advanced level of terminology to analyze or describe the musical elements of a listening example.

Level 3: Student uses appropriate terminology to analyze or describe the musical elements of a listening example.

Level 2: Student uses general terminology to analyze or describe the musical elements of a listening example.

Level 1: Student uses basic terminology to analyze or describe the musical elements of a listening example.

Standard 7: EVALUATION MUSIC

Students evaluate music and music performance.

12.7.1 Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

Level 4: Student develops an in-depth tool to evaluate music and music performances showing an understanding of the many aspects of a musical work or performance.

Level 3: Student develops a tool to evaluate music and music performances showing an understanding of the many aspects of a musical work or performance.

Level 2: Student develops a basic tool to evaluate music and music performances showing an understanding of some of the aspects of a musical work or performance.

Level 1: Student develops basic tool to evaluate music and music performances showing understanding of a few of the aspects of a musical work or performance.

12.7.2 Understand a given musical work in terms of its aesthetic qualities.

Level 4: Student demonstrates a high level of knowledge and insight into the aesthetic meaning of a work developing a well-thought out, detailed, lengthy description .

Level 3: Student demonstrates a high level of knowledge and insight into the aesthetic meaning of a work developing a detailed description.

Level 2: Student demonstrates a basic level of knowledge and insight into the aesthetic meaning of a work developing a description with a few major details.

Level 1: Student demonstrates a basic level of knowledge and insights into the aesthetic meaning of a work sketching out a few details in a description.

Standard 8: MUSIC AND OTHER DISCIPLINES

Students understand the relationship between music, the other arts, and other disciplines.

12.8.1 Know how artistic elements and processes are used in similar and distinctive ways in the various arts.

Level 4: Student explains how artistic elements and processes are similar and distinctive in many other arts and disciplines.

Level 3: Student explains how artistic elements and processes are similar and distinctive in some other arts and disciplines.

Level 2: Student explains how artistic elements and processes are similar and distinctive in a few other arts and disciplines.

Level 1: Student explains how artistic elements and processes are similar and distinctive in at least one other art and discipline.

12.8.2 Understand the ways in which the principles and concepts of various disciplines outside the arts are related to those of music.

Level 4: Student expresses an exceptional level of knowledge and insight in describing how principals and concepts of core subjects relate to music.

Level 3 Student expresses a high level of knowledge and insight in describing how principals and concepts of core subjects relate to music.

Level 2 Student expresses a basic level of knowledge and insight in describing how principals and concepts of core subjects relate to music.

Level 1: Student expresses a limited knowledge and insight in describing how principals and concepts of core subjects relate to music.

Standard 9: MUSIC, HISTORY, AND CULTURE

Students understand music in relation to history and culture.

12.9.1 Know representative examples of music from a variety of cultures and historical periods

Level 4: Student identifies a representative example of music from a historical period or culture by describing five or more elements of the piece which make it representative of that style or period

Level 3: Student identifies a representative example of music from a historical period or culture by describing three to four elements of the piece which make it representative of that style or period

Level 2: Student identifies a representative example of music from a historical period or culture by describing one or two elements of the piece which make it representative of that style or period

Level 1: Student identifies a representative example of music from a historical period or culture but is unable to or inaccurately describes elements which make it representative

12.9.2 Know sources of American music, the evolution of these genres and musicians associated with them

Level 4: Student identifies four or more distinctive American music styles, discuss their evolution and the musicians associated with them

Level 3: Student identifies three distinctive American music styles, discuss their evolution and the musicians associated with them

Level 2: Student identifies two distinctive American music styles, discuss their evolution and the musicians associated with them

Level 1: Student identifies one distinctive American music style, discuss its evolution and the musicians associated with it

12.9.3 Know various roles that musicians perform and representative individuals who have functioned in each role

Level 4: Student identifies seven or more traditional and non-traditional roles for musicians and names specific individuals who function in those roles

Level 3: Student identifies four to six traditional and non-traditional roles for musicians and names specific individuals who function in those roles

Level 2: Student identifies two to three traditional and non-traditional roles for musicians and names specific individuals who function in those roles

Level 1: Student identifies one traditional and non-traditional role for musicians and names a specific individual who functions in that role